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| Student Name: Peter, Kevin and Nate | Date: August 24 th , 2011 | Time: 25 Minutes |
| Subject: U.S. History | Grade: 11 | Cooperating Teacher: |
| Lesson: Inquiry Chart | | Unit: World War II |
| Wisconsin Model Academic Standards: B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world | | |
| Objectives: <ul style="list-style-type: none"> • To promote critical thinking and strengthen reading skills • To build upon prior knowledge about the topic by sharing interesting facts • To promote social skills through dynamic group interaction • Students will be able to make predictions, draw conclusions and make inferences about events | | |
| Assessment of Student Learning: This would be a formative assessment prior to an end of chapter examination. Receiving feedback from students on the information presented to them will gauge their knowledge of the subject. | | |
| Materials Needed for Lesson: Inquiry Chart, Pen, Paper, Article, Video | | |
| Introduction/Initiation/Hook: A short video will be presented at the beginning of class to visually stimulate students | | |
| Teaching/Learning Activities: <ul style="list-style-type: none"> • Explore prior knowledge • Teachers decide what topic (WWII) is to be explored and what questions will drive the inquiry process • Inquiry questions are formed • Inquiry Charts are passed out • Articles are passed out and read alone by students • Questions are answered and written based on the video and the article | | |
| Closure Activities: <ul style="list-style-type: none"> • Students share their findings with the class and generate summary statements for each of the guiding questions and interesting facts column. | | |

Accommodations for Diverse Learners:

Those who have an IEP and find this project difficult or too challenging will satisfy the worksheet by doing another activity at the teacher's discretion.

Those students who suffer from any form of dyslexia will also be excused from this project.

Visually impaired students will be closer to the board.

Assignments/Homework/Reminders:

Not Applicable

Reflections/Revisions Needed for Next Time:

Reflection on the activity for future reference. See if this activity works well for a formative assessment as well as a good lesson for differentiated learners.

CUW LESSON PLAN